

# Children's Center of the Stanford Community "COOP" HANDBOOK

Welcome to CCSC's  
Classroom Participation  
Experience!



Since its inception in 1969, regularly scheduled parent participation has been an integral part of enrollment at CCSC. It is a way of involving parents in the day-to-day education of their children, providing the opportunity to see "first hand" the social, emotional, cognitive, and physical development of your child through observing them with other children.

It is also the most effective way CCSC can offer quality childcare and continue to keep fees competitive.

Working side by side with experienced staff, observing successes and failures, lays a strong foundation for parents to have more insight into child development, enriching their perspective as a parent. In addition, involving parents in the classroom fosters consistency of practice between home and center.

Please take some time to familiarize yourself with the "nuts and bolts" of cooping as discussed on the following pages.

**CCSC is accredited by the National Association for the Education of Young Children (NAEYC). NAEYC is a professional organization which promotes excellence in early childhood education. CCSC has proudly earned accreditation by continuing to meet the criteria that the NAEYC establishes for quality Early Childhood Programs**



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## CCSC's Philosophy

The Children's Center of the Stanford Community (CCSC) is grounded in the belief that children are competent, curious, resourceful learners. Our inspiration comes from the RIE approach, the schools of Reggio Emilia, Italy and Socio-Constructivism to name a few.

Children's interests and explorations provide the framework for curriculum and investigation. Our thoughtful and intentionally designed environment fosters children's experiences, relationships and opportunities for cooperative work. Materials are selected that are interesting and provoke creativity and wonder.

Our work with children hinges on respectful, collaborative relationships between staff, families and the community. The active participation of our parents is an essential element in the life of our school.

## CCSC's Approach to Learning

At CCSC, we view children as competent, curious and resourceful. They are ready to collaborate and are full of wonder and delight. The goals we have for children's experiences at CCSC are reflected in our daily routines with the children. We want children's time here to be characterized by:

- long, uninterrupted work time
- opportunities for children to use many different materials to represent their thinking and feelings
- opportunities for children to get messy and dive into their explorations
- time, space and supplies for children to explore materials- for infants this may require tasting, rubbing or touching a variety of materials. For older children, it may involve transforming materials by shaping, taking apart or recreating them.
- opportunities and adult support for children to practice resolving conflicts with each other, working through problems to reach satisfying solutions
- adults moving with respect and quiet gentleness in the rooms, acknowledging with our voices, our movements and our demeanor that the rooms are the workspaces for children...we are here to listen and support and listen some more.

Our program evolves from the children's developmental needs rather than from a pre-arranged curriculum. Children's interests and explorations provide the framework for curriculum and investigation. Our thoughtful and intentionally designed environment fosters children's experiences, relationships and opportunities for cooperative work.

We strongly believe:

- that children have a desire to learn and make sense of their world
- that learning can happen at any time
- that play, both informal and organized, is significant for intellectual and emotional growth

Through a relationship of care, respect and trust, we believe that children will learn to care for, respect and trust themselves and others. Two of the areas that we emphasize with children throughout our program are developing increasingly complex social skills and encouraging problem solving skills.

Our work with children hinges on respectful, collaborative relationships between staff, families and the community. The active participation of our parents is an essential element in the life of our school.

# The Role of the Cooping Parent

When you are a cooping parent, you are fulfilling a dual role here at CCSC –both as a parent and as a CCSC team member.

As a parent, you have the opportunity to see your child in the classroom setting interacting with other children and adults. As a cooper, you will be fulfilling a crucial role in the classroom and acting as a part-time CCSC team member during your scheduled coop time. We do not expect cooping parents to fulfill the role of the teachers, but want to give each cooper a positive experience in the classroom.

What occurs during your participation time depends upon your assigned time slot, the classroom's daily routine, and the needs of the children and staff during your coop slot. You may help at meal or snack time, play with children inside or on the playground, read stories or take care of regular classroom maintenance - like washing dishes, disinfecting furnishings, changing diapers or getting supplies from the shed. Classroom staff will advise you regarding your cooping responsibilities - but if a cooping parent has something that they would like to share in the program, please let the teacher(s) know so that they can support your area of interest. Please consult with a classroom teacher if you do not understand any aspect of the routine or tasks assigned.

Participating as a regular team member supports the partnership between parents and teachers. We hope that your experience as a cooper will be one which brings you joy to be in the “workspace” of your child, offers opportunities to understand our philosophy more deeply, enables one to know other families and bring special moments to your child as they see your dedication to their school.

## Coop Schedule

It is vital that families be committed to their cooping schedule. Our ability to offer a lower rate for tuition to participating families is based on the assumption that parents contribute to the staffing and help cover legal and programmatic teacher to child ratios. We depend on parents as a part of our team. Parents are compensated for their time through an adjusted tuition rate.

The amount of participation required to receive the coop rate in each classroom varies:

**CIP/TKP/LKP**                      **2 hours per week**

**BKP**                                      **1 hour per week or 2 hours every other week**

Participation hours may be scheduled throughout the year. Options for scheduling are available in specific time slots most beneficial for CCSC's staffing coverage. The coop schedule has been designed to create the greatest benefit to the program and convenience to parents participating. The following are the regular time slots for all classrooms.

**8:30-10:30, 12:00-1:00, 1:00-3:00\*, 4:00-6:00**

\*Tuesdays in CIP, Wednesdays in BKP, Thursdays in LKP, Fridays in TKP

## Keys to Successful Cooping

- For your health, the well being of those around you and to meet licensing standards, you must wash your hands when you arrive, before you prepare or serve food, after diapering, after wiping a nose or when re-entering from outdoor play.
- When joining a group of children, move in slowly. Sit back and watch to see what children are doing before joining play. Be watchful of children's reactions. You may have to give children more space until they are familiar with you.
- Come to your coop with a positive attitude and ready to roll up your sleeves and help with a full range of tasks---from diapering and sweeping to monitoring activities and reading stories.
- Give children time. Allow plenty of time for children to do as much as they can do without help...they are quite competent and will build their skills by trying.
- Be alert to the whole group. Your child may want your undivided attention-during coop time, this is always tricky. Often you will have tasks that do not allow you to give sole attention to your child. Ask the classroom teacher to help in this situation. It is usually helpful to remind your child before your coop time that you will be "working" in their classroom. If this is an ongoing issue, we may need to figure out how to best support your child during your coop time.
- Never leave children unsupervised. Notify the teacher if you must leave the area so that they can ensure full coverage.
- Maintain the environment. Keep the room and yard in order as the day moves along, involving children in the cleanup process whenever possible.
- Use your voice and tone effectively. Go over to a child, bend down, and speak clearly, rather than shout from across the room or yard.
- Never use force of any kind. Avoid picking up children and carrying them if they can do it themselves. If a child has climbed up to something...they likely can get down independently-but they may need some coaching. Learn to use verbalizations to get the children to work through situations.
- Ask questions. Be sure to ask for help or to find out how you can help. Feel free to question teachers as to how to handle various situations...it will build your skills!
- Be friendly with families and teaching staff, but sometimes interactions distract from supervising the children and we want to keep the focus on the children! If you need to have a conversation or conference, please arrange for a time to meet when you are not scheduled on floor.
- We are a technology free zone when we are on-floor. Please leave your cell phone or pda in the car. If someone may need to reach you, they can call the Subline (462-8870).
- We believe that children are creative and competent! Please encourage them to do their own drawing and cutting...when you do it, they miss their opportunity to build their skills.
- Enhance children's vocabulary and understanding by using words to describe their feelings, and actions. Take time to acknowledge their feelings.
- **Avoid wrestling and chasing games**-in a group environment, this type of play quickly becomes unsafe or overly intense for some children.

# Tips for Talking with Children

From Creative Curriculum

- Observe what children do and show you are interested by describing what you see. ("I notice you put all the red pegs in a row.")
- Follow children's lead without taking over. ("I'm going to try making the waterwheel turn just like you did.")
- Ask open-ended questions to find out what a child is thinking. ("How many ways can you use this?" "What will it do?" "How does it feel?" "What do you like best?" "What do you think will happen next?" "How did you decide to do it that way?")
- Support children by saying "You did it!" and avoid comments like, "That's good".

## Problem Solving with Children

Using conflict resolution approach to problems helps adults listen rather than only talk, and allows children the time to sort through diverse solutions and views.

- Approach**
  - Approach the conflict, signaling your awareness and availability.
  - Get close enough to intervene if necessary and stop aggressive behavior.
- Make a Statement**
  - Describe the scene: "It looks like you both want the ball."
  - Reflect what the children have said: "You both say you had it first."
- Ask Questions -Gather Data, Define the Problem**
  - Draw out details, define problems: "What is happening here?" "What seems to be the problem?"
  - Help children communicate: "How did this happen?" "What do you want to tell him?" "How did that make you feel?"
- Generate Alternative Solutions**
  - Help children think of ways to work this out: "Who has an idea of how we could solve this?"
  - Let children offer suggestions "We could take turns." "We could use it together." "We could tell her she can't play here."
- Agree on a solution**
  - When both children accept the solution, rephrase it: "So you both say that you can work on it together."
  - If an solution seems unsafe or unacceptable, you must tell the children. "It is not safe for both of you to stand up and ride the wagon down the hill together. What is another way you could agree on?"
- Follow Through**
  - Monitor the activity to make sure the agreement is going according to plan. If the decision involves taking turns, you may have to remind them of their agreement.
  - Make positive statements to the children who were in conflict, "It looks as if you solved your problem!"
  - Use the power of language to reinforce the idea that solutions can be found and that children are capable of solving their problems.

## How can a parent cooper support the classroom?

Interest area	What Parent Coopers should know about this Interest Area	How Parent Coopers might Participate in this Space
<b>Snacks and Meals</b>	<p>Children are able to pour, scoop, open containers and serve themselves.</p> <p>Children will learn to pass and ask for help from table mates.</p> <p>Family style dining encourages manners and builds a sense of community</p>	<p>This is a good time to have conversations with children, get to know them better, and learn about their day.</p> <p>Encourage self help, but recognize when a child needs support and offer it.</p> <p>Suggest appropriate portion sizes.</p> <p><i>CIP-Let an infant know what food you are giving to him/her; "You are having sweet potatoes today"</i></p>
<b>Blocks</b>	<p>Blocks are designed in mathematical units.</p> <p>Children's building goes through distinct stages.</p> <p>Children create designs and build what they see around them or places that they imagine, ie; roads, houses, a zoo, castles, space ships, etc.</p>	<p>Talk with children about the different shapes and how many blocks they need.</p> <p>Engage children in conversation by learning about their creations.</p> <p>Help children find and return blocks to their designated place.</p>
<b>Dramatic Play</b>	<p>Pretend play is the way children make sense of their experience.</p> <p>Children take on roles and pretend about situations, use props and play with other children.</p>	<p>Pretend with children by taking on a role.</p> <p>Help children find and return props.</p> <p>Ask open-ended questions that might extend the play.</p>
<b>Manipulative Materials</b>	<p>Many of these materials teach math, develop eye-hand coordination and promote small muscle skills.</p> <p>Some of these experiences are self correcting and some are open-ended.</p>	<p>Help a child who is having trouble completing a task, such as a puzzle.</p> <p>Help children find pieces and parts that they may need to continue their play.</p> <p>Comment on patterns that children make.</p>
<b>Art</b>	<p>Children need time to explore and experiment with different art materials.</p> <p>Creative art is the way children express their own ideas and feelings.</p> <p>Adults should not impose their ideas on children.</p> <p>There are predictable stages to children's artwork.</p> <p><i>CIP/TKP-Infants and toddlers may eat the paint, clay or playdough .Materials used at CCSC are non-toxic</i></p>	<p>Encourage children to experiment with paint, markers, clay, dough and collage materials.</p> <p>Help with special activities such as making playdough.</p> <p>Help children write their names on their artwork or write down what children dictate.</p> <p><i>CIP/TKP-If young children are mouthing the materials, you may redirect them by simply saying "The paint is for your hands or paper".</i></p>
<b>Library</b>	<p>Children develop valuable literacy skills and a love for books.</p> <p>It is a quiet place to get away and enjoy books.</p> <p>The most important letters are the ones in children's names.</p>	<p>Read and enjoy looking at books with children.</p> <p>Encourage children's writing and take dictation.</p> <p>Tell stories and listen while children retell stories.</p>
<b>Discovery</b>	<p>This is an area where children can make discoveries and experiment with materials.</p>	<p>Be curious about children's discoveries.</p> <p>Help children figure out how to use equipment and tools.</p> <p>Share a sense of wonder with children.</p>

<b>Sand/Water/Sensory Play</b>	These are soothing materials that calm children. There are scientific and mathematical discoveries children can make.	If using containers, encourage sand and water to stay in the tubs. Encourage children to help with cleaning up overflow or spilled substances. Talk about what children are discovering.
<b>Music and Movement</b>	Children develop coordination and learn concepts through songs. Children develop listening skills and an appreciation of different kinds of music.	Participate in group-time activities. Explore the sounds of different instruments. Encourage respectful use of instruments.
<b>Outdoors</b>	Outdoor time is important for children's health and well-being. Children can learn about nature firsthand. Children develop their large muscle skills and coordination.	Help supervise children at play. Play a game with children. Take an interest in discoveries (e.g., watching a caterpillar, collecting leaves). Embrace the desire to go bare foot, get in mud and get dirty.

## **Requirements of Cooping Parents**

All parents choosing CCSC's coop option are required to fulfill the following to receive the adjusted tuition fee for cooping:

- 1. Attend the mandatory Fall orientation meeting.**
- 2. Coop for the required number of hours in your child's classroom.**
- 3. Be on time for your coop commitment.**
- 4. Arrange for buy-outs and swaps in a timely manner if you cannot participate at your regularly scheduled time.**
- 5. Be ready to participate in the daily classroom events - from painting to playing outdoors!**
- 6. Have regular attendance in your coop, missing less than 4 coops in a quarter.**
- 7. Follow all center policies as they pertain to classroom participation.**

## **Mandatory Fall Meeting**

Each year, the Fall orientation meetings introduce all parents to the administrative staff, the center environment, as well as the methods and philosophy behind our work at CCSC. Because it encompasses a vast amount of information and is the most formal introduction to our center's governance and philosophy, we make attendance mandatory for all cooping parents.

## **Attendance Expectations**

Parent coopers are critical to our program. Each cooper is an important member of our teaching team. Regular participation is required to maintain the consistency in the classroom and the continuity of care for the children.

Occasionally, a parent's schedule does not allow for them to consistently participate in their child's classroom. If parents have more than 4 absences or late arrivals within a quarter (not including Swaps or Buy-outs due to extended vacations), the Program Coordinator or Executive Director will schedule a meeting to evaluate the family's ability to successfully continue with classroom participation.

## **From the Eyes of Your Child**

Instantly, you may find that your child has a hard time sharing you as you coop. Reaffirming your love, spending some quality on floor time with him/her and acknowledging their feelings will help the process. We believe that your child also will experience a greater sense of self within our community and most importantly, have their time in care validated as an important aspect of who they are.

## **What do the Teachers say about out Cooping Parents?**

I think it helps parents have a sense of belonging to the classroom and community and be involved with their children's learning! Teacher-LKP

All of the children in the group come to know, anticipate, enjoy, welcome the presence, playfulness and engagement of the moms and dads who spend time in the room. Teacher-LKP

In the childcare field, there are a variety of choices and philosophies, to be sure. The parent cooperative, in my opinion, is a shining gem among the myriad of options available to families and educators, alike. As an early childhood educator, I have made a conscientious choice to be here at CCSC because of the parent coop element and roots. The parent cooperative provides parents daily opportunities for greater understanding about the philosophical values, beliefs, and practices of our programs. Additionally, the parent cooperative is a source of great community and support to so many - families and staff, alike. At the core of this beautiful place, are the relationships which are developed between and among parents, children, and teachers, and it is what makes this endeavor one of great joy. The connections are strong and satisfying when we have opportunities to better learn and know about one another and this can be cultivated here at CCSC because of the ongoing and sustained contact which we have with one another. In our room, the parent cooper can bring such richness of experience and interaction to children. It is a total delight to be in the company of a cooper who is completely present to children and open to the possibilities that the hour holds. To observe a parent with several children as they work together and exchange their thoughts and share their ideas, is gratifying. We are truly honored to have the support and dedication of our families - together we will keep the cooperative spirit alive and thriving. Teacher- BKP

## How to Buy Out from a COOP

Because parents make up more than 25% of our staffing in each classroom, the programs are dependent upon reliable participation throughout the year. If a parent cannot participate in the program due to illness, vacation, work travel or any other reason, it is important to contact the administrative staff as soon as possible. You may submit your completed "Coop Buyout Form" to any team member in the office in the main building or call the "Sub-line" at 650-462-8870. It is also helpful when families inform the classroom teachers of the upcoming buyout.

Please plan ahead if you will not be available to fulfill your coop time. If you have a vacation or business trip planned, remember to make arrangements for your coop time. It is most beneficial if you are able to arrange a swap (discussed in the next section) or if you arrange for your buy-out with plenty of notice.

When parents enroll as participants and fail to show up, the expense of finding last minute coverage is far greater than when parents enroll at non-participation rates. Thus, we have developed policies to assure that the discount offered for participation benefits the program financially and that last minute non-participation is not a detriment to quality care.

### **The Buy-out rates are:**

<b>5 business days notice or more</b>	<b>\$30 per hour</b>
<b>Less than 5 business day's notice</b>	<b>\$35 per hour</b>
<b>Less than 2 business day's notice</b>	<b>\$40 per hour</b>
<b>Less than 1 business day's notice</b>	<b>\$40 per hour + \$30 penalty</b>

The cost associated with "buying-out" includes the substitute's salary and benefits, as well as the administrative expenses to arrange for substitute coverage. When buy-outs are made at the last minute, the process and expenses increase as well.

Please remember that cooping is an essential, cultural component of our program. We need your support and appreciate the time investment that you make to our program. Because parents make up such a significant portion of our staffing in each classroom, the programs are dependent upon reliable participation. Consistent participation is the key to cooping success.

## How to Arrange a Swap for your Coop time

Over time, CCSC has made many efforts to support parents in fulfilling their coop commitment to the program. Recently, we introduced the “Coop Swap” for families that are not able to fulfill their regularly scheduled coop time.

To avoid buy-out fees, families have the opportunity to swap slots during vacation and business travel with other families or for coop times that have not been assigned.

To arrange a swap, families email the CCSC Mailing List for their classroom to contact families in your classroom regarding their need. If a family is not available to make a swap, you may exchange your regular time with an open coop time in your classroom. Requests may be accommodated only when notice to swap for an open space is made by Tuesday of the week prior to your requested swap. Arrangements for this type of swap must be done in the Administrative offices or by calling the “Subline” at 650-462-8870.

Once a swap has been arranged, the “Coop Swap” Form should be completed and submitted to the Administrative office.

## Arranging for a Make-up Coop

When a parent or child is ill and cannot fulfill their coop responsibilities, they may make-up their coop. **Make-ups are only allowed for missed co-ops with prior notice due to illness. We can only allow make-ups during hours needing staffing coverage (8:30-10:30am and 4-6pm).** Make-up hours must take place within 30 days of the absence to avoid buy-out charges. A form for crediting your account will be completed by the administrative office once the make-up coop has been completed.

If you fail to make-up your coop, the regular buy-out fees will apply.

## Double Cooping is Possible

Some families enjoy working in the classroom so much that they want to invest more hours in the classroom! Others take on an additional coop shift to financially lower their monthly tuition costs.

If space is available, families can commit to 2 coop times in their child’s classroom. **The second coop time slot is not guaranteed though.** If a non-cooping family wants to sign up for coop, your second coop time can be “bumped” to allow a family that wants to join the cooping ranks and opportunity to do so.

Families are compensated with an additional 8% discount if they are double cooping in a classroom.

# Classroom Coop Specifics

## CIP Parent Coop Duties

**For each coop time, please wash your hands when you enter the room 😊**

8:30-10:30am

- Check Board to see who needs a diaper change
- Assist teachers with feeding breakfast or AM snack
- Clean up kitchen area after breakfast or AM snack
- Check and Change Laundry
- Check diaper room-make sure the we are well-stocked with diapers, wipes and gloves
- Check nap room-make sure all cribs have clean sheets and blankets
- Assist teachers to get the buggies ready for the children's walk
- Ask staff how you can help them in the classroom
- Sit down and enjoy playing with the babies.

Mid-Day

- Check Board to see who needs a diaper change
- Assist teachers with feeding lunch
- Clean up kitchen area after lunch or snack
- Rinse any used baby bottles on the kitchen counter-ask teachers first if they have expired.
- Assist teachers with putting children down for nap
- Check and Change Laundry
- Prepare afternoon snack for older children
- Ask staff how you can help them in the classroom
- Sit down and enjoy playing with the babies.

4:00-6:00

- Check Board to see who needs a diaper change
- Assist teachers with feeding children
- Clean up kitchen area
- Pick up toys off floor and porch and disinfect
- Put fresh sheets and pillow cases on large mattress and pillows and baby loft
- Check nap room-make sure all cribs have clean sheets and blankets
- Wipe mirrors, shelves and play structure with disinfectant
- Check and Change Laundry
- Rinse any used baby bottles on the kitchen counter-ask teachers first if they have expired.
- Ask staff how you can help them in the classroom
- Sit down and enjoy playing with the babies.

## TKP1 Coop Duties

For each coop time, please wash your hands when you enter the room 😊

8:30-10:30am

- Join children in the interest areas and support them with engaging in activities
- Check to see if teachers need help with diapers
- Try to support a group of 3-5 children rather than just one
- Support group time by sitting with children and encouraging participation
- Assist with hand washing prior to snack
- Sit with children at snack time and help them serve themselves, clean-up spills and clear the table when done

Mid-Day

- Assist with hand washing prior to lunch
- Sit with children at lunch time and help them feed themselves, clean-up spills and clear the table when done
- Wipe down tables after lunch and sweep
- Spend some time playing with children!

4:00-6:00

- Help teaching staff put away the nap mats
- Assist with diaper changing
- Assist with hand washing prior to afternoon snack
- Sit with children at snack time and help them serve themselves, clean-up spills and clear the table when done
- Wash dishes when the snack time is completed
- Join children in the interest areas and support them with engaging in activities
- Read with a group of children
- Try to support a group of 3-5 children rather than just one
- Prepare to go outside at the end of the day...jackets, shoes, clean-up of toys
- Supervise children in the outside space

# TKP2 Coop Duties

**For each coop time, please wash your hands when you enter the room 😊**

8:30-10:30am

- Prepare morning snack
- Assist with hand washing prior to snack
- Sit with children at snack time and help them serve themselves, clean-up spills and clear the table when done
- Clean-up after snack by wiping down tables, putting chairs away, sweep floors, load dishwasher (or wash dishes by hand)...then coordinate with BKP3 to start dishwasher
- Empty recycling bin above refrigerator, if full
- Join children in the interest areas and support them with engaging in activities- play observe, converse, be available to support the children with problem solving
- Help tidy up the room

Lunch Time

- Help teacher prepare lunches
- Assist with hand washing prior to lunch
- Sit with children at lunch time and help them feed themselves, clean-up spills and clear the table when done
- Clean-up after lunch by wiping down tables, putting chairs away, sweep floors, load dishwasher (or wash dishes by hand)...then coordinate with BKP3 to start dishwasher
- Join children in the interest areas and support them with engaging in activities- play observe, converse, be available to support the children with problem solving

Nap Time

- Sit with children and rub backs during their nap
- Load dishwasher or wash dishes by hand if they were not taken care of prior
- Prepare for snack (set up plates/bowls/utensils, prepare food items that can be refrigerated or left on the counter)
- Check for dirty toys in classroom sink to wash

4:00-6:00

- Check if snack needs to be prepared
- Help put sunscreen and shoes on the children
- Assist with hand washing prior to afternoon snack
- Sit with children at snack time and help them serve themselves, clean-up spills and clear the table when done
- Clean-up after snack by wiping down tables, putting chairs away, sweep floors, load dishwasher (or wash dishes by hand)...then coordinate with BKP3 to start dishwasher
- Check for dirty toys in classroom sink to wash
- Restock diaper room supplies if needed (ask teacher if we need more diapers, wipes, towels or gloves).
- Join children in the interest areas and support them with engaging in activities- play observe, converse, be available to support the children with problem solving
- Tidy up the outside play yard
- On Thursdays, change the mattress sheet and pillow cases
- On Fridays, spray and wipe down nap mats

# LKP1 Coop Duties

For each coop time, please wash your hands when you enter the room 😊

8:30-10:30am

- Check the diaper room for supplies, re-supply if needed.
- Check hand towel supply-if needed, cut more towels so there are plenty
- Check dishwasher-unload clean dishes, run dishwasher if they're dirty
- Prepare trays for morning snack.
- Join children in the interest areas and support them with engaging in activities
- Try to support a group of 3-5 children rather than just one
- Help children clean-up the classroom prior to group time.
- Engage in grouptime by sitting with children and encouraging participation
- Assist with hand washing prior to snack
- Sit with children at snack time and help them serve themselves, clean-up spills and clear the table when done

Mid-Day

- Sit with children at lunch time and help them open containers themselves and put lunch boxes behind their chairs...support lunch time by helping children clean-up their spills and put their lunch away when done
- Wipe down tables after lunch and sweep- if needed, help with kitchen clean-up
- Assist staff in small group activities and group time
- Spend some time playing with children!

4:00-6:00

- Always ask the teacher when you check in if there are any special tasks that you can do- like filing artwork, organizing shelves or something else
- Engage in group time by sitting with children and encouraging participation
- Assist with hand washing prior to afternoon snack and then help children find a seat
- Sit with children at snack time and help them serve themselves, clean-up spills and clear the table when done
- Clean-up the area after snack-wipe off tables and stack chairs, rinse the dishes and load and run the dishwasher.
- Join children in the interest areas and support them with engaging in activities
- Read with a group of children
- Try to support a group of 3-5 children rather than just one
- Prepare to go outside at the end of the day...jackets, shoes, clean-up of toys and bikes
- Supervise children in the outside space

## LKP2 Coop Duties

**For each coop time, please wash your hands when you enter the room ☺**

8:30-10:30am

- Check dishwasher-unload clean dishes, run dishwasher if they're dirty
- Prepare trays for morning snack- provide serving utensils for children's use
- Clean snack tables with diluted bleach solution and paper towels. Prep area with chairs for children to sit at the snack tables
- Assist with hand washing prior to snack
- Sit with children at snack time and help them serve themselves, clean-up spills and clear the table when done
- When all the children are done with snack, clean the snack tables with diluted bleach solution and paper towels, rinse used dishes, load the dishwasher, run the normal cycle, dispose of any food that was on the table, tidy up the kitchen
- Check the "Cooping Checklist"

Mid-Day

- Sit with children at lunch time and help them open containers themselves and put lunch boxes behind their chairs...support lunch time by helping children clean-up their spills and put their lunch away when done
- When all children are done, clean the tables with diluted bleach solution and paper towels, sweep the floor and stack the chairs
- Clean up after snack-Rinse used dishes, load the dishwasher, run the normal cycle, dispose of any food that was on the table, tidy up the kitchen
- Come outside to help supervise the yard
- Check the "Cooping Checklist"
- Ask about any other specific duties that are needed each day

4:00-6:00

- Read books for group time or engage in group time by sitting with children and encouraging participation
- Assist with hand washing prior to afternoon snack and then help children find a seat
- Sit with children at snack time and help them serve themselves, clean-up spills and clear the table when done
- When all the children are done with snack, clean the snack tables with diluted bleach solution and paper towels, rinse used dishes, load the dishwasher, run the normal cycle, dispose of any food that was on the table, tidy up the kitchen
- Wash any used items from the day (in sink or on counter) and return them to their home
- On Friday- clear the refrigerator of items that will spoil over the weekend and leftover snack items from the week
- Check the "Cooping Checklist"
- Join children outside and support them with engaging in activities
- Assist in putting away trucks, shovels and bikes at about 5:30pm

## **BKP1 Coop Duties**

**For each coop time, please wash your hands when you enter the room ☺**

8:30-10:30am

- Make up new spray bottles of bleach solution
- File art from the art basket
- Assist teachers in setting up
- Check dishwasher-unload clean dishes, run dishwasher if they're dirty
- Prepare for morning snack.
- Encourage children interested in snack to wash hands
- Sit with children at snack time and help them serve themselves, clean-up spills and clear the table when done
- Rinse snack dishes, load and run the dishwasher
- Wipe off snack table and sweep up food crumbs
- Prepare trays for the lunch hour
- Clean up the sensory table
- Wash art and sensory containers in the bathroom sink

Mid-Day

- Prepare lunch tables with silverware, water and milk
- Assist children with hand washing
- Sit with children at lunch time and help them open containers themselves and put lunch boxes behind their chairs...support lunch time by helping children clean-up their spills and put their lunch away when done
- Wipe down tables after lunch and sweep- if needed, help with kitchen clean-up
- If needed, clean up dirty dishes –run and load the dishwasher
- Assist staff in small group activities and group time
- Spend some time playing with children!

4:00-6:00

- Always ask the teacher when you check in if there are any special tasks that you can do- like filing artwork, organizing shelves or something else
- Help put the activities on the tables away
- Clean and Prep table for afternoon snack.
- Encourage children interested in snack to wash their hands
- Sit with children at snack time and help them serve themselves, clean-up spills and clear the table when done
- Clean-up the area after snack-wipe off tables and stack chairs, rinse the dishes and load and run the dishwasher- tidy up the kitchen
- If necessary, soak or wash art containers- cover paint cups if there is enough paint to reuse.
- Straighten the bookshelves and wipe down the lunch box shelf.
- Join children outside and support them with engaging in activities
- Assist in the clean-up of the yard at the end of the day

## **BKP2 Coop Duties**

**For each coop time, please wash your hands when you enter the room 😊**

Please know that all the “housekeeping chores” are shared among parent coopers and teachers. At times, we may ask you to do the cleaning part and other times you will have the chance to be with the children.

8:30-10:30am

- Please arrive on time
- Prepare snack in serving bowls and with serving utensils
- Set up snack table with dishes and snack foods
- Sit with children at the snack table and engage them in conversation, encourage children to serve themselves and help monitor portions (remember, this is only a snack...we want them to eat lunch later)
- Clean the snack table and sweep the area
- Engage with children in the classroom
- Support and guide children in their play

Mid-Day

- Please arrive on time
- Sit with children and engage them in conversation.
- Clean tables and floor after lunch
- Run dishwasher with any dishes from lunch or remaining in the sink
- Read books after lunch and join teachers and children on the playground if time allows

4:00-6:00

- Please arrive on time
- Support children with the clean-up process
- Engage with children as they play
- Clean up the snack table and put dishes in the dishwasher.
- Run the dishwasher
- Guide and support children outside on the playground

The children’s safety is our #1 priority. This includes safety of the children’s feelings and their bodies. If you need assistance with a conflict or injury, please see a teacher.

## **BKP3 Coop Duties**

**For each coop time, please wash your hands when you enter the room 😊**

8:30-10:30am

- Check dishwasher-unload clean dishes, run dishwasher if they're dirty
- Prepare for morning snack.
- Encourage children interested in snack to wash hands
- Sit with children at snack time and help them serve themselves, clean-up spills and clear the table when done
- Rinse snack dishes, load and run the dishwasher
- Wipe off snack table and sweep up food crumbs
- If time allows, file art into children's folders
- Join children at play and support them with engaging in activities and problem solving

Mid-Day

- Assist children with hand washing
- Sit with children at lunch time and help them open containers themselves and put lunch boxes behind their chairs...support lunch time by helping children clean-up their spills and put their lunch away when done
- Wipe down tables after lunch and sweep- if needed
- If needed, clean up dirty dishes –run and load the dishwasher
- Join children at play and support them with engaging in activities and problem solving

4:00-6:00

- Encourage children interested in snack to wash their hands
- Sit with children at snack time and help them serve themselves, clean-up spills and clear the table when done
- Clean-up the area after snack-wipe off tables and stack chairs, rinse the dishes and load and run the dishwasher- tidy up the kitchen
- Check the teacher's sink for art containers that may need to be washed- cover paint cups if there is enough paint to reuse.
- Refill water container
- Disinfect trash can lids
- Join children outside and support them with engaging in activities and problem solving
- Assist in the clean-up of the yard at the end of the day
- Check recycling bin over refrigerator- if full, put it in outdoor recycling bins

## Comments from Parent Coopers

July 2011

Did the fact that CCSC was a parent coop affect your decision to choose our program over others?  
How?

- No. But it is a positive fact that I mention to new families.
- Yes; we'd heard that teachers at CCSC were more likely to stay for a long time because CCSC is relatively unique in being a cooping center, and we value low turnover. Also, we thought it would be fun to spend some time in our child's classroom.
- Yes, because it allows much better insight into how the center is run and managed and how the teachers and children interact.
- I don't think that was a factor in our decision but we've come to really appreciate the opportunity to interact more fully with the teachers and children in the class which comes through cooping.
- No, it didn't, but if we were to choose again it would. Let me explain: We got in line with all 4 Stanford-affiliated child care centers, without knowing much about any of them. CCSC was the first to have an opening. I learnt about the coop when taking the tour -- at the time I thought that this was a negative, in that it would be 2 hours/week of work. It was only after actually doing the coop for a few times that we realized what a great opportunity it is, to get to know the teachers and all the kids, to see our child in his child care setting, and finally to have the chance to learn from the teachers (I've become a better parent by watching the teachers in my child's classroom).

So it didn't affect our decision at the time, but it would definitely affect it if we were to go back in time and make it again.

- My husband and I liked the fact that CCSC is a co-op. We wanted to be involved with the childcare on a day to day basis. We liked the parent board and the involvement of the parents in fundraising for the school.
- Not really.
- No, we just liked the place when we visited it before our first child was born.
- Yes. It was our first choice because we felt it would be a great way to connect and build community. The program was also recommended highly by both a friend and colleague who described their very positive experiences being coopers and seeing their children respond positively to having other parents in the class.
- It contributed to our overall impression that active participation in the community was an essential part of CCSC. That was certainly a positive factor for our family.

## Why did you choose the coop option at CCSC?

- Technically, it gives a discount...Emotionally, it allows taking part in our children's care giving, and helps to build a strong community. In the few years we have been here, most of our friends are families from CCSC, whom together we have seen our children grow with.
- The opportunity to get to know the teachers, staff, children, and parents better; to learn first-hand about child development; to spend more time with our child each week; and to get the lower tuition rate.
- Because it is a great way to get an insider's view into the classroom and because it gives us a price break.
- As a way to be more of a part of the center and better understand our child's school experience. Following up on the previous point, initially we made the choice in the spirit of "OK, this place has clearly embraced coop so we should give it a shot and see what it's like". So it was an open-mindedness in trying something new, more than anything else.
- There are a number of reasons. We wanted to get to know the other children in the classroom as well as the teachers. We thought it was a great way to learn about the ins and outs of the class that you just can't get with a 5 minute conversation at drop-off or pick-up. In the beginning, it was a great way our children to transition more easily into their classrooms.
- At first for the discounted rate, but now I think I would do it anyway.
- For the lower tuition, plus chance to get a peek at daily life in the classrooms, get to know the other children and the teachers better, importantly: felt the right thing to do as it is a coop!
- Because we valued the opportunity to get to know the children, other parents and teachers in a deeper way than is possible at drop off and pick up or social functions. It also felt like a way to be of service, to support our children. We have appreciated the tuition break also.

## What do you think makes you a successful cooper?

- Caring for the kids, center and teachers. Coming to co-op with love.
- We really enjoy cooping and spending time in the classroom. I think having fun and truly caring about everyone in the classroom makes a parent a successful cooper. Also, listening closely to the children and the teachers helps.
- I am not sure that I am a successful cooper but I do like to play with Legos.
- Talking to the teachers to make sure I am doing something that is helpful to them. Engaging with the children and not being afraid to play an active role in their activities, and taking action when necessary to resolve issues.

- The ability and desire to interact with the children, both in terms of talking with them and occasionally showing them the boundaries of acceptable behavior.
- It is important to be willing to go with the flow. Someone who is proactive and willing to jump in with both feet without having to have a teacher ask you to check the laundry or stock the diaper room will be successful.
- Being willing to listen to the teachers and do what they ask, but mostly having fun with the kids!
- I try to be open to all the required jobs: trash, cleaning etc. I never wear fancy clothes, I like to play with the children and dig in the sand.
- I really enjoy playing with the kids! I'm truly grateful for all I have learned by working alongside these great teachers, and I really don't mind dishes.
- I try to engage with the children as much as possible. I try to see myself as an additional teacher, not just an adult, and engage them in activities, read stories, give hugs. I ask the teachers what I can do to be helpful at several points during any co-op. I turn off my phone and see it as time I get to spend with my daughter and her classmates rather than time away from work and my other responsibilities.

### **What are the best parts about participating in the classroom?**

- Seeing the kids communicate.
- Getting to know the children, the teachers, and the other parents, and watching the children develop from month to month.
- Hanging out with the kids, reading books, building magnetic block towers, playing dress-up and any other activities in the room.
- Getting to know the teachers and the other children and seeing how my son experiences the classroom.
- It's fun to interact with and get to know the other kids. I have learned strategies from the teachers on how to interact with my own children.
- Playing with the children and getting to know the other children and teachers. It is also a great way to get to see your child interact with the others. It also provides an opportunity to get to know some of the other parents a little better.
- Playing with the children and getting to know them. It's also a great way to get to know the teachers and parents.
- The joy that my children have from it, especially in BKP where it gives the child a special chance to help mom or dad, they are all so cheerful and proud when their parent is cooping. Also I enjoy chatting with the teachers and get to know them better.

- Having the chance to share this part of my daughter's lives with them. It's given me a deeper awareness of important relationships in their lives that exist beyond our family, and I've been blessed to experience who they are in a wider context. I think someone might get that even without cooping, but it's so much richer for me, being a cooping parent.
- It has given me a much clearer sense of the rhythms of the day and the dynamics of the group in the classroom. I do feel like I have personal relationships with most of the children, which has been the best part, hands down. When we went to the next room on transition visits, all the former friends from my daughter's current classroom ran up and gave me hugs. It really felt like I had connected with them in a way that would not have been possible without working in the classroom every week. I have also been able to engage in more conversation with the teachers and learn about their lives in a way that would be difficult during drop off or pick up. Watching them interact with the children has definitely reinforced for me what a high standard CCSC has for its teachers. I have witnessed the teachers come up with impromptu activities (let's clean the bikes with buckets, sponges, and the hose!) that I would never have known about without cooping.

### **What are the hardest parts about cooping?**

- Usually it is easy. Sometimes, what is difficult is not seeing things the same as the teachers.
- Arriving at work late or leaving early, especially when we have work deadlines.
- Having your child change the way they normally interact with the rest of the room because you are present.
- Not being able to focus entirely on my child.
- The time commitment -- during weeks of more-than-useful amounts of work, having to leave the office early can be frustrating.
- At the witching hour when everyone is crying at once.
- Cleaning! Also, the scheduling, especially when you go on vacation or need to miss your co-op for some reason.
- It takes time away from my work, luckily my job was very flexible in me taking longer lunch breaks to commute back and forth to the center. Also, in CIP and partly in TKP it can be hard for the child that mom has duties to attend and that I couldn't play or hold them all the time. The teachers have been great at dealing with this by the way !
- Juggling work and co-op. When my child expresses a need for me in a way that is in conflict with the needs of the co-op role in the class.
- Having my daughter cry and not know what to do about it.

# Children’s Center of the Stanford Community Coop Handbook Acknowledgement Form

I have received a copy of the CCSC Coop Handbook .

I have read and understand the importance of my role as a parent cooper. I intend to use the handbook to guide my practices on floor in the classroom.

I understand the attendance expectations and the processes for cooping including signing up, buying out, swapping and dropping my coop.

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Signature

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Date

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Signature

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Date